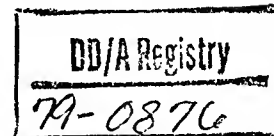
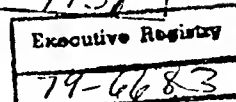
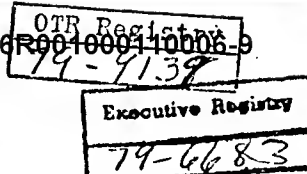




DEPARTMENT OF THE NAVY
OFFICE OF THE SECRETARY
WASHINGTON, D. C. 20350



March 6, 1979

The Honorable Stansfield Turner
Director, Central Intelligence Agency
Washington, D. C. 20505

Dear Admiral Turner:

For many years, it has been a practice that civilian officials of various government departments and agencies attend the Naval War College. Civilian participation in the professional education curriculum has proven mutually beneficial to the individual student, the parent organization and the Naval War College.

In continuation of the past practice, I take considerable pleasure in extending to you a cordial invitation to nominate two representatives to attend the senior resident college, College of Naval Warfare, and one representative to attend the junior resident college, College of Naval Command and Staff, during academic year 1979-1980. If preferred, and relevant qualifications are met, exchange may be made between the senior and junior colleges.

Candidates for the College of Naval Warfare should be equivalent in grade, GS-13 to GS-15, to a Navy commander or captain, and have 14 to 23 years of service. Candidates for the College of Naval Command and Staff should be equivalent in grade, GS-11 to GS-13, to a Navy lieutenant commander, and have 7 to 12 years of service. All candidates should possess at least a baccalaureate degree, and should have exceptional potential for advancement. The average age of students in the College of Naval Warfare is 42.5 years, and in the College of Naval Command and Staff 34 years. An overview of the academic program and descriptions of the courses for both colleges are enclosed.

All U. S. students at the Naval War College will receive classified material up to and including Top Secret. The prospective student should therefore ensure that an expanded scope background investigation has been completed within the past four years or that one is initiated at the current duty station after being informed of acceptance for attendance at the Naval War College. It is requested that certification of security investigations completed and clearances held be included in the orders of nominees to the Naval War College.

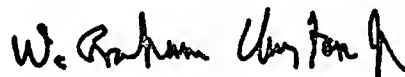
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The military services have gone to extraordinary efforts to ensure that military attendees of the Naval War College are top-performing officers. There has been a keen understanding of the need for a proper match of the student and the curriculum; that is, the military students must leave the Naval War College with increased knowledge in order to make a wider range of contributions to their particular service. Conversely, they must arrive with the broadest possible background in order that they may make the maximum contribution to the knowledge of their fellow students. Similar selectivity of the civilian students is highly desirable. To this end, the Naval War College will be glad to assist your agency in a review of pertinent information on your candidates prior to formal nomination.

Nominees should be directed to report to the President, Naval War College, not later than August 17, 1979, for administrative processing and Navy familiarization. Classes will graduate on June 25, 1980.

It is requested that information concerning the planned use of the invitational quotas be provided to the Chief of Naval Operations (OP-130), Washington, D. C. 20350, and to the President, Naval War College, Newport, Rhode Island 02840, at the earliest practicable date before April 1, 1979.

Sincerely,



W. Graham Claytor, Jr.
Secretary of the Navy

Enclosures

OVERVIEW OF THE ACADEMIC PROGRAM

THE CORE CURRICULUM

General Description.

The resident academic program accomplishes the mission of the Naval War College through a core curriculum which examines three major areas of professional knowledge--Strategy and Policy, Defense Economics and Decision Making, and Naval Operations. The specific material presented in the program varies in sequence, scope and methodology according to the distinctive requirements of the senior and intermediate officer programs. The former program focuses on strategy and policy. The latter focuses on naval operations and planning. Each course covers the broad spectrum of knowledge and expertise required to command forces in a combat movement and to assume positions of increasing responsibilities in the Navy, the Department of Defense, and the highest levels of government. This core curriculum is complemented by an elective program offering a variety of related professional courses, and a program of lectures and readings in the naval applications of international law as described below. Selected students may undertake advanced research projects as an alternative to segments of the regular curriculum.

THE ELECTIVES PROGRAM

Objective.

The objective of the Naval War College Electives Program is to provide students with a wide variety of professionally relevant courses, in addition to the core curriculum, from which they may select academic work.

Program Description.

The Electives Program permits students to devote a reasonable percentage of their total academic effort to areas of their own choosing. Whereas the three core curriculum studies emphasize a common body of knowledge for all students, the electives allow a desirable diversity of intellectual effort as a counterbalance. Each student may choose from a variety of courses and thereby design an elective program that not only complements the core curriculum but is best suited to his or her personal, academic and professional needs. All U.S. students are required to select one 10-week elective for credit each trimester. The grades for the three electives taken during the academic year will comprise 20 percent of the total

year's grade. With permission of the Electives Coordinator, an additional elective may be audited simultaneously.

All electives are conducted at the graduate level, and those taken for credit will demand an academic effort commensurate with their relative weight in determining the students' final grade averages for the year. A description of each of the electives to be offered will be included in the War College Catalog to be provided at a later date to each student.

INTERNATIONAL LAW PROGRAM

Objectives.

The International Law Program is designed to acquaint the military officer with the extent to which international law affects his professional duties and responsibilities, and to equip commanders and planners with the ability to recognize an international law problem, make sound decisions and take appropriate action.

Program Description and Methodology.

The program introduces legal considerations and applications into several divisions of the core curriculum. In the Strategy and Policy Course, assimilation is accomplished through lectures and political/military games on the basic principles of international law and their relationship to planning and execution of national policy, on the role of law in the world community and specific international organizations, and on such specifics as belligerent and neutral rights and duties, treaty obligations, the law of the sea and laws of war. This material is the subject of further seminar discussion and written analysis. The courses of Selection and Application of Forces and Employment of Naval Forces include lectures on the application of legal principles to peacetime and wartime naval operations and analyze subjects such as the rules of engagement, territorial jurisdictions, asylum requests, space law and the law of war; these courses integrate international law into the operational simulations and war games.

The law faculty also offers electives covering oceans law and policy, constitutional law, the law of war, law for the naval commander, and human rights and terrorism.

GRADING PROCEDURES

As an accredited academic institution, the Naval War College awards grades in each of the three core courses and in

each elective. The grades are based on students' written performance in examinations, essays and term papers, as well as oral briefs, reports and class participation. Students who participate in special academic programs such as those sponsored by the Center for Advanced Research are graded by the sponsoring center.

Students are evaluated on the basis of a numerical grading system with the following equivalents:

Numerical Grade Range 3.60 through 4.00.

Letter Grade A.

Description: Work of very high quality clearly above average graduate work.

Numerical Grade Range 3.20 through 3.59.

Letter Grade B.

Description: Expected performance of the average graduate student.

Numerical Grade Range 2.80 through 3.19.

Letter Grade C.

Description: Below average for graduate student.

Numerical Grade Range below 2.80.

Letter Grade F.

Description: Unsatisfactory work.

ACCREDITATION

The Office on Educational Credit of the American Council on Education, based on its evaluation dated March 1976, recommends that credit in appropriate graduate education programs be granted, in accordance with the policies and regulations of the admitting institution, for a maximum of nine graduate semester hours for the Naval War College Course in Strategy and Policy, and for a maximum of twelve graduate semester hours for the course in Defense Economics and Decision Making. Naval Operations courses are essentially military courses and as such not candidates for accreditation.

COLLEGE OF NAVAL WARFARE

STRATEGY AND POLICY COURSE

Objectives.

The objectives of this course are to acquaint the officer with the fundamentals of military strategy and foreign policy and the interrelationships between them, with the political uses of military power, and with the roles of both military and political leaders in policy formulation, military planning and the conduct of war. In a broader sense, the course is designed to "sensitize" the professional officer to the complexity and variety of the policy and strategy-making process, to enhance his awareness of the uncertainties and ambiguities facing the decision maker in this field.

Course Description.

The course places this subject in historical perspective, explains the evolution of strategic thought and practice, and describes the recurring problems that have taxed the genius of soldiers and statesmen throughout history. It is presented through a series of historical case studies examining specific examples of strategic-political interaction. The course, however, is not intended to be a study of history for its own sake. The case study topics, reading assignments, essay and examination questions are chosen to focus on historic and current situations that illustrate the enduring and recurring concerns of the strategist. The principal themes that are interwoven through the course are: (a) the political determinants and objectives of war, (b) the international environment and institutions through which policy and strategy interact, (c) the comparative merits of maritime, continental, air and revolutionary strategies, (d) the resource, logistic and technological imperatives of strategy, (e) civil-military relations in peace and war, all examined with reference to current political and strategic problems.

The course concludes with three weeks devoted to a Political-Military Simulation designed to provide practical application of concepts learned. The students are presented readings, lectures and briefings on a designated geographic area. Acting as the National Command Authority, they are then confronted with a crisis scenario and required over a three-day period to prepare national political-military responses to the evolving situation.

Methodology.

The course is conducted through lectures, seminars and intensive individual study. Students attend two lectures each week on subjects related to the assigned topic. The first is delivered by a member of the Strategy Department and is followed by a post-lecture conference. The second is delivered by a visiting lecturer, normally a distinguished scholar in the topic field. The visiting lecturer also holds a post-lecture conference as well as informal meetings with selected students.

Each student is assigned to a seminar consisting of about twelve students. Before the seminar meetings, students complete extensive individual reading and preparation. During the term, each student prepares for submission to his seminar a number of short essays on assigned topics.

DEFENSE ECONOMICS AND DECISION MAKING COURSE

Objectives.

The central objective of this course is the expansion of each officer's personal philosophy of what constitutes an integrative, balanced military executive point of view. Specific objectives are increased insights into:

- a. Economic-based issues and techniques useful in the wide selection and application of military forces.
- b. Major behavioral and management control issues influencing national security decision making, policy implementation, and change.
- c. Frameworks for logically addressing complex, fiscally-constrained and uncertain national defense issues.
- d. The structure, process, and major issues involved in programming military forces.

Course Description.

The Defense Economics and Decision Making course is a senior-level, military executive development course uniquely designed for this institution. It is based on the premise that an effective senior defense executive is required to balance many disciplines and points of view in meeting the assignments. The course is multi-disciplinary, synthesizing concepts from organizational psychology, economics, decision theory, political science, and management control. The integrating themes of the

course are: decision making, uncertainty, and resource allocation. Areas selected for special emphasis are:

- . The domestic and international environment affecting national security.
- . Major Navy force planning issues and choices.
- . Individual and organizational influences on decision making and commitment.
- . Management control strategies for large national defense organizations.
- . A framework for analyzing unstructured force-related problems with high uncertainty and complexity.

The course concludes with a simulation of the development of the Navy's Program Objective Memorandum for the current fiscal year. This exercise involves all the key decision points, conflicts, budget constraints, and real issues faced by senior Navy decision makers as they prepare the Navy's portion of the Five Year Defense Plan.

Methodology.

The course emphasizes active learning in a seminar environment. Points of theory are studied and applied to cases or organizational situations representing complex national security issues. Over 80 cases are utilized, ranging from issues dealing with major force alternatives to complex behavioral situations. All cases emphasize problems that are real and related to long-term national security matters and offer a unique opportunity for parallel learning. A single case can illustrate a technique of analysis, a review of analysis, as well as the particular issue itself (an example here might be the future sea based air alternatives case that utilizes all of the foregoing ideas within a single block of instruction). Examples of other cases utilized include: NATO Force Alternatives, Tactical Air Alternatives, and Strategic Sealift Alternatives.

The Defense Economics and Decision Making course is organized into four activities undertaken concurrently:

- a. Defense Economics and Decision Making General Seminars.
- b. Quantitative Factors in Defense Decisions.
- c. Non-Quantitative Factors in Defense Decisions.
- d. Decision Processes.

SELECTION AND APPLICATION OF NAVAL FORCES

Objectives.

The Selection and Application of Naval Forces Course is designed to equip students with an understanding of the strategic as well as the tactical dimensions of naval planning and operations, thereby enabling sophisticated selection, coordination and application of naval forces at the Fleet CINC command level.

Course Description.

This study is introduced by a review of the fundamental factors governing strategic and tactical planning: principles of war, relationships between policy, strategy and tactics, technological determinants of forces and plans, and the commander's personality and intellect.

With this background, the course acquaints the potential senior commander with the specific tactical elements available for application to larger strategic problems. Students investigate the capabilities, limitations and uses of U.S. submarine, surface, air, intelligence, command and control systems, and their Soviet counterparts. They compare and analyze these elements through case studies and tactical simulation exercises. Students concurrently study the various functions of naval power that may be used to implement national military or diplomatic policies. The utility and implications of Sea Control are examined in terms of both nuclear and conventional air, surface, submarine, antisubmarine and convoy applications. Power Projection is similarly analyzed to assess the fundamental role of strategic mobility and the uses of tactical air attack, amphibious assault, shore gunfire bombardment or ballistic missile strikes. Finally, peacetime presence, surveillance, demonstration and deterrence roles are considered in terms of their attributes as foreign policy and tactical instruments. These various missions are all examined within the context of the political and legal institutions through which naval forces and military forces in general are committed and controlled.

Students participate in two major war games and critiques. In these simulations they observe command relationships at the highest levels, from Task Group, Task Force, Joint Task Force to Fleet and Theater Commands, and direct a major operation from development of Concepts of Operations, to selection of forces and logistic support and the actual control of major operations. This experience is the culmination of student study of strategic and tactical planning and provides a thorough schooling in the design, procedures and utility of war gaming as a training and analytical tool.

Methodology.

The basic element of formal instruction for this course is the individual seminar, augmented by readings, lectures, demonstrations and student research papers. War Gaming is employed for both practical learning and evaluating the employment concepts.